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ABSTRACT

The purpose of this project was to identify characteristics of Scholastic Aptitude Test (SAT) candidates planning to study part time, to examine trends in part-time enrollment in colleges requiring the SAT, to investigate college admissions requirements for part-time students, and to determine whether those colleges are concerned about the validity of the SAT for part-time students. From Higher Education General Information Survey (HEGIS) data it was determined that part-time freshman enrollments in four-year colleges increased 8.4 percent between 1976 and 1980. The greatest rise was among those colleges with the largest number of part-time students. The greatest percentage increase was in the highly selective institutions and in the least selective colleges. From SAT files students planning to study part time were compared with students planning to study full time. Among part-time students, there were a higher proportion of females and ethnic minorities. Part-time candidates came from lower socioeconomic status families, fewer had been in academic programs in high school, and a greater percentage were uncertain about their educational goals. As a third data source, a telephone survey of 72 four-year colleges having SAT score averages above 900 was conducted. Most colleges had the same SAT admission requirements for part-time as for full-time students. (Author/BW)

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College Board Report

No. 84-4

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT®

Jerilee Grandy
Rosalea Courtney

TM 840 669

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Educational Testing Service

College Board Report No. 84-4

ETS RR No. 83-35

College Entrance Examination Board, New York, 1984

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ABSTRACT

The number of undergraduates studying part-time in four-year colleges and universities has been steadily increasing over the past decade. The purpose of this project was to identify basic characteristics of Scholastic Aptitude Test (SAT) candidates planning to study part time, to examine the trends in part-time enrollment in colleges requiring the SAT, to investigate the policies of those colleges regarding admissions requirements for part-time students, and to determine whether those colleges are concerned about the validity of the SAT for part-time students.

This study used three different data sources to investigate these issues in order to provide an integrated picture of SAT usage among part-time students. This picture may provide a basis upon which the College Board can project future SAT usage among these students and decide whether to encourage colleges to conduct SAT validity studies specifically for part-time students.

From Higher Education General Information Survey (HEGIS) data we determined that part-time *freshman* enrollments in four-year colleges increased 8.4 percent between 1976 and 1980. The greatest part-time enrollments were in institutions with average SAT scores (verbal plus mathematics) ranging from 900 to 1000. Colleges with average scores between 800 and 900 had the greatest percentage of freshmen studying part time. The greatest rise in part-time enrollment was among those colleges with the largest number of part-time students, i.e., those in the 900–1000 score range. The greatest *percentage increase* in part-time freshman enrollment was in the highly selective institutions, i.e., those with average scores over 1200, and in the least selective colleges, i.e., those with scores under 700.

From SAT files we compared the profiles of students planning to study part time with those of students planning to study full time. We found that among part-time students, there were a higher proportion of females and ethnic minorities. Part-time candidates came from lower SES (socioeconomic status) families, fewer had been in academic programs in high school, and a greater percentage were uncertain about their educational goals. Their self-estimates of academic abilities as well as their high school grades and SAT scores were lower than those for full-time students.

As a third data source, we conducted a telephone survey of 72 four-year colleges having SAT score averages above 900. We found that some colleges did not distinguish between full-time and part-time students except for tuition fees and that most colleges had the same SAT admission requirements for part-time as for full-time matriculated students. Exceptions were generally made for older students. Another exception was when the school for part-time students was under a different administration than the division for full-time students. Generally this was the "night school." Often under these circumstances no one applying to the "night school" was required to submit SAT scores even though some were recent high school graduates earning a degree.

INTRODUCTION

Over the past decade part-time undergraduate enrollments in four-year colleges and universities have risen 22 percent, while full-time enrollments have risen only 13 percent (NCES, 1981). With over 1,200,000 undergraduates in four-year institutions pursuing their education on a part-time basis, we can raise a number of questions that may have a direct bearing on the future usage of the SAT for part-time students.

Some of these questions are as follows:

1. Are part-time enrollments rising in colleges requiring the SAT and in the more selective institutions, i.e., those colleges having students with high SAT scores?
2. How many students planning to study part time take the SAT, and to which institutions do they have their scores reported?
3. Do institutions have different SAT requirements for full-time applicants, part-time applicants pursuing a degree, part-time applicants taking courses for credit but not for a degree, and part-time applicants taking courses not for credit or a degree?
4. If institutions require SAT scores of full-time but not part-time matriculated students, then why not?
5. If institutions do (or plan to) require SAT scores of part-time students, have these institutions considered questions of test validity for those students?

No studies have yet addressed these questions. A search of the files of the College Board Validity Study Services (VSS) revealed only one college identifying fewer than 30 evening students and one community college identifying 46 evening students but having no SAT data. In a recent survey of admissions practices conducted by the College Board (1980), 37 percent of the respondents indicated that they direct special recruiting activities toward part-time students, but there were no questions on the survey pertaining to special admissions requirements.

Because the growing population of part-time students are present or potential users of the SAT, we need to have more information about that population, and we need to answer the questions just described. In this study we examined two existing data bases and conducted a nationwide telephone survey of a sample of four-year institutions. Our purpose was to create an integrated picture of (1) trends in part-time enrollment among institutions requiring the SAT, (2) relationships between part-time enrollment and institutional selectivity, (3) background and

academic characteristics of part-time applicants who take the SAT, and (4) the admissions policies and practices of those institutions accepting increasingly large numbers of part-time students.

PROCEDURE

We analyzed three different data sources, as described in the three sections below.

Analysis of Part-time Enrollment Trends in Four-year Colleges and Universities

Each year the National Center for Education Statistics (NCES) conducts a Higher Education General Information Survey (HEGIS). The survey collects enrollment data from public and nonpublic, two-year and four-year institutions. Completion of the survey is mandatory for all institutions applying for or receiving federal financial assistance under Title VI or Title IX. Other institutions are strongly urged to participate, so that a complete data base representing all 50 states; Washington, D.C.; and outlying territories will be included. Response to the survey is extremely high. On the average, over 3,000 institutions respond, and only about 5 do not.

Enrollment figures are reported separately for full-time and part-time students by class level. Figures are also broken down by race and sex. Separate statistics are reported for degree candidates and for nondegree candidates ("unclassified students") taking regular classes with other students. Unfortunately, some institutions report only the combined figures. We are therefore unable to separate unclassified students from degree candidates in our summary statistics. This creates a considerable problem in the interpretation of part-time student data, particularly that of part-time freshmen.

Not included in the enrollment figures are students in noncredit adult education courses; students taking courses at home by mail, radio, or television; students enrolled only for short courses; auditors; students studying abroad; and high school students taking college courses.

The data we analyzed were for (1) all undergraduates, namely, those enrolled in a degree program in a four-year college or university and (2) first-time freshmen, defined as entering freshmen who have not previously attended any college. We separated the analyses for full-time and part-time students. HEGIS defines full-time students as those whose academic load, coursework, or other required activity is at least 75 percent of the normal full-time load. A copy of the 1980 questionnaire summary form is shown in Appendix A.

In order to break down our analyses by institutional selectivity, we used another data source in conjunction with HEGIS. The American Council on Education (ACE) has records of the mean SAT scores from nearly all colleges. We had available a 1978–79 data tape from ACE that contained this information. Mean SAT score was an appropriate indicator of selectivity for the purposes of this study, so by merging the ACE and HEGIS files we were able to examine the relationship among full-time enrollment, part-time enrollment, and institutional selectivity over time. If part-time enrollments were rising particularly rapidly among the more selective institutions, we might infer that those colleges are most likely to provide an increasing market for the SAT. Furthermore, those colleges may be concerned with studying the validity of the SAT for this increasing population.

In addition to analyzing trends in part-time enrollment, we used these files to generate lists of all four-year colleges and universities, their 1980–81 part-time enrollment, the percentage rise in part-time enrollment since 1976–77, and their level of selectivity (based on mean SAT). We generated these lists separately for first-time freshmen and for all undergraduates combined. These data would provide descriptive information about the colleges included in the telephone survey that followed.

Analysis of SAT Candidate Data

The 1981–82 Summary Reporting System (SRS) data base contains the SAT/SDQ records of all high school seniors who took the SAT during that academic year. Student Descriptive Questionnaire (SDQ) item 28 asks candidates whether they plan to study full time or part time. Based on the responses to this question, we tabulated the number and percentage of students planning to study part time and listed the institutions to which they had score reports sent. We also constructed a brief statistical profile of these students, including their sex, ethnic identity, mean SAT scores, and whether they intended to study during the day or evening.

From these data we were able to compare the characteristics of part-time candidates with those of the total high school senior candidate population. In addition, we examined the list of institutions to which part-time candidates sent score reports to see what characteristics those institutions might have in common. The list also provided another source for our sample of colleges to be included in the telephone survey.

Telephone Survey of Selected Four-year Colleges and Universities

In order to answer questions about institutional policies regarding part-time students, we conducted a telephone survey of a sample of four-year colleges and universities. The institutions targeted for participation in the survey needed to have large part-time student enrollments that were rapidly increasing. In addition, they needed to require or use the SAT and, therefore, to be fairly selective schools. For our sampling frame we used the same 1,532 four-year colleges and universities from HEGIS data that we analyzed.

Originally we planned to consult, in addition, a *Peterson Guide* (1981) containing information about part-time degree programs. While the guide is very informative and is perhaps the most complete listing of such programs, it does not claim to be exhaustive. After discussing the guide with its editor, we decided that it was not a useful source for this particular study.

HEGIS alone is a well-defined and complete data base, despite its ambiguity regarding part-time degree candidates vs. part-time students taking only a few courses. Our sampling frame omitted the 445 four-year colleges and universities not providing ACE with SAT averages. Most likely, however, these institutions were not SAT users and therefore would not be of interest in this study.

We restricted our sample to institutions with SAT score averages of 900 or higher because they were the ones most likely to require and/or use the SAT. As we drew our sample of 100 colleges, we checked the *College Handbook* to learn whether the institution required SAT scores. Only those requiring or using SAT scores were included in the sample.[1]

The primary information we needed to obtain from the telephone interview was whether part-time students are required to submit SAT scores and if not, why not. In order to obtain meaningful answers to these questions, we collected additional information. We asked for the institution's definition of a part-time student, the definition of grade-point average (GPA) for part-time students, the number of students enrolled part-time, and whether part-time students' entrance requirements differed in any way from those for full-time students. Because part-time students may differ from one college to another, and because we had reason to believe from the SAT/SDQ data that they differed in many ways from full-time students, we asked how the institutions would characterize part-time students in terms of age, outside employment, and other characteristics.

Finally, we queried the institutions on their interest in participating in a validity study, their opinion of the validity of the SAT for part-time students, and their opinion of using freshmen GPA as a criterion.

The interview was semistructured in format. Appendix B shows the questions the interviewer used, though we did not require that the order be preserved. We expected the questions to arouse discussion, so that the full picture regarding part-time admission policies would become clear. Before using the interview form, we pretested it with three colleges and revised the wording of some questions.

1. We actually intended to use a systematic sampling plan whereby only institutions with very large and increasing numbers of part-time freshmen would be included. The sample was, in fact, selected in this manner. However, after the survey was conducted, we learned that a subtle change in the 1980 HEGIS questionnaire had gone unnoticed and that the enrollment data on which we based our sample selection was in error. The sample was still quite satisfactory, however, because it included some colleges with smaller and/or decreasing part-time enrollments along with the large institutions showing gains in part-time enrollment.

RESULTS

The results of analyses of the three different data sources are described below.

Results of the Analysis of Part-time Enrollment Trends

From the HEGIS data for 1976–77, 1978–79, and 1980–81, we were able to examine enrollment trends in four-year colleges and universities. Table 1 shows that between 1976–77 and 1980–81, full-time undergraduate enrollment rose 5 percent, while part-time enrollment rose 9 percent. Similarly, we see from Table 2 that enrollments among first-time freshmen rose 3.6 percent for full-time students and 8.4 percent for part-time students. Because we were interested in questions regarding admissions requirements and SAT usage, we focused our analyses on freshman data rather than on total undergraduate data.

For purposes of tabulations, we divided the colleges into seven categories of selectivity. The lowest consisted of those with mean SAT scores below 700. The highest category contained those institutions with mean scores of 1200 or higher. We defined the intermediate categories in 100-point ranges.

Table 3 shows the total number of first-time freshmen enrolled at four-year colleges and universities in each of these categories of selectivity. These figures include both full-time and part-time students. As we would expect, the largest number were enrolled in those colleges with mean scores in the 900s. In fact, nearly 40 percent of all freshmen were in this category. Tables 4 and 5 separate the figures for full-time and part-time students. The same relative patterns hold; namely, that the greatest enrollment, whether full-time or part-time, was in the colleges with SAT score averages in the 900s.

The magnitude of the rise in part-time enrollment from 1978–79 to 1980–81 is best appreciated graphically. Figure 1 is a histogram comparing the actual part-time enrollments for each level of institutional selectivity. From the histogram it is clear that, in absolute terms, the greatest increase in the volume of part-time students was in the colleges with average SAT scores between 900 and 1000. This is not surprising because these schools had the largest enrollments and were most numerous.

The relative changes in part-time enrollments over the four-year period are expressed in Table 6. This table shows part-time enrollment as a percentage of total enrollment for each year and each level of selectivity. Looking first at 1976–77, we see that in the most selective and least selective institutions, part-time students constituted the smallest proportion of the total freshman enrollment. Colleges with SAT scores in the mid-range had the largest proportion of part-time freshmen, with those in the 800–899 range having more than 15 percent of their first-time freshmen studying part-time. By 1980 the proportion of part-time freshmen had risen in all selectivity categories,

Table 1. Undergraduate Enrollment Trends in 4 Year Colleges and Universities

	1976–77	1978–79	1980–81	Percentage Rise
Full-time enrollment	4,343,365	4,368,519	4,549,346	5%
Part-time enrollment	1,167,204	1,215,374	1,269,945	9%
Total enrollment	5,510,569	5,583,893	5,819,291	6%
Percent of total enrolled part-time	21.2%	21.8%	21.8%	

Table 2. Enrollment Trends Among First-time Freshmen in 1,532 4-Year Colleges and Universities

	1976–77	1978–79	1980–81	Percentage Rise
Full-time enrollment	1,028,899	1,031,715	1,066,057	3.61%
Part-time enrollment	115,672	120,237	125,430	8.44%
Total enrollment	1,144,571	1,151,952	1,191,487	4.10%
Percent of total enrolled part-time	10.1%	10.4%	10.5%	

Table 3. Freshman Enrollment Trends by Institutional Selectivity (Figures include full-time plus part-time students enrolled as freshmen for the first time.)

Mean SAT Scores	1976–77	1978–79	1980–81	Number of Institutions*
1200 or higher	48,946	49,199	50,112	68
1100–1199	126,090	139,598	138,365	124
1000–1099	290,225	293,244	303,890	310
900– 999	433,611	439,019	456,505	580
800– 899	184,924	176,760	182,974	360
700– 799	30,270	29,327	31,699	50
below 700	30,505	24,805	27,942	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all institutions remained in the same category for all three time periods.

Table 4. Full-time Enrollment Trends for First-time Freshmen by Institutional Selectivity

Mean SAT Scores	1976–77	1978–79	1980–81	Number of Institutions*
1200 or higher	48,388	48,637	49,201	68
1100–1199	120,27	133,362	131,816	124
1000–1099	265,270	266,877	277,575	310
900– 999	383,186	385,814	400,881	580
800– 899	156,071	147,862	153,296	360
700– 799	27,326	26,033	28,447	50
below 700	28,384	23,130	24,841	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all institutions remained in the same category for all three time periods.

Table 5. Part-time Enrollment Trends for First-time Freshmen by Institutional Selectivity

Mean SAT Scores	1976–77	1978–79	1980–81	Number of Institutions*
1200 or higher	558	562	911	68
1100–1199	5,816	6,236	6,549	124
1000–1099	24,955	26,367	26,315	310
900– 999	50,425	53,205	55,624	580
800– 899	28,853	28,898	29,678	360
700– 799	2,944	3,294	3,252	50
below 700	2,121	1,675	3,101	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all institutions remained in the same category for all three time periods.

Table 6. Part-time Freshman Enrollment Trends by Institutional Selectivity Expressed as a Percentage of Total First-time Freshman Enrollment

Mean SAT Scores	1976–77	1978–79	1980–81	Number of Institutions*
1200 or higher	1.1	1.1	1.8	68
1100–1199	4.6	4.5	4.7	124
1000–1099	9.4	9.0	9.5	310
900– 999	11.6	12.1	12.2	580
800– 899	15.6	16.3	16.2	360
700– 799	9.7	11.2	10.3	50
below 700	7.0	6.8	11.1	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all institutions remained in the same category for all three time periods.

Figure 1. Relationship of Part-time Freshman Enrollment to Institutional Selectivity

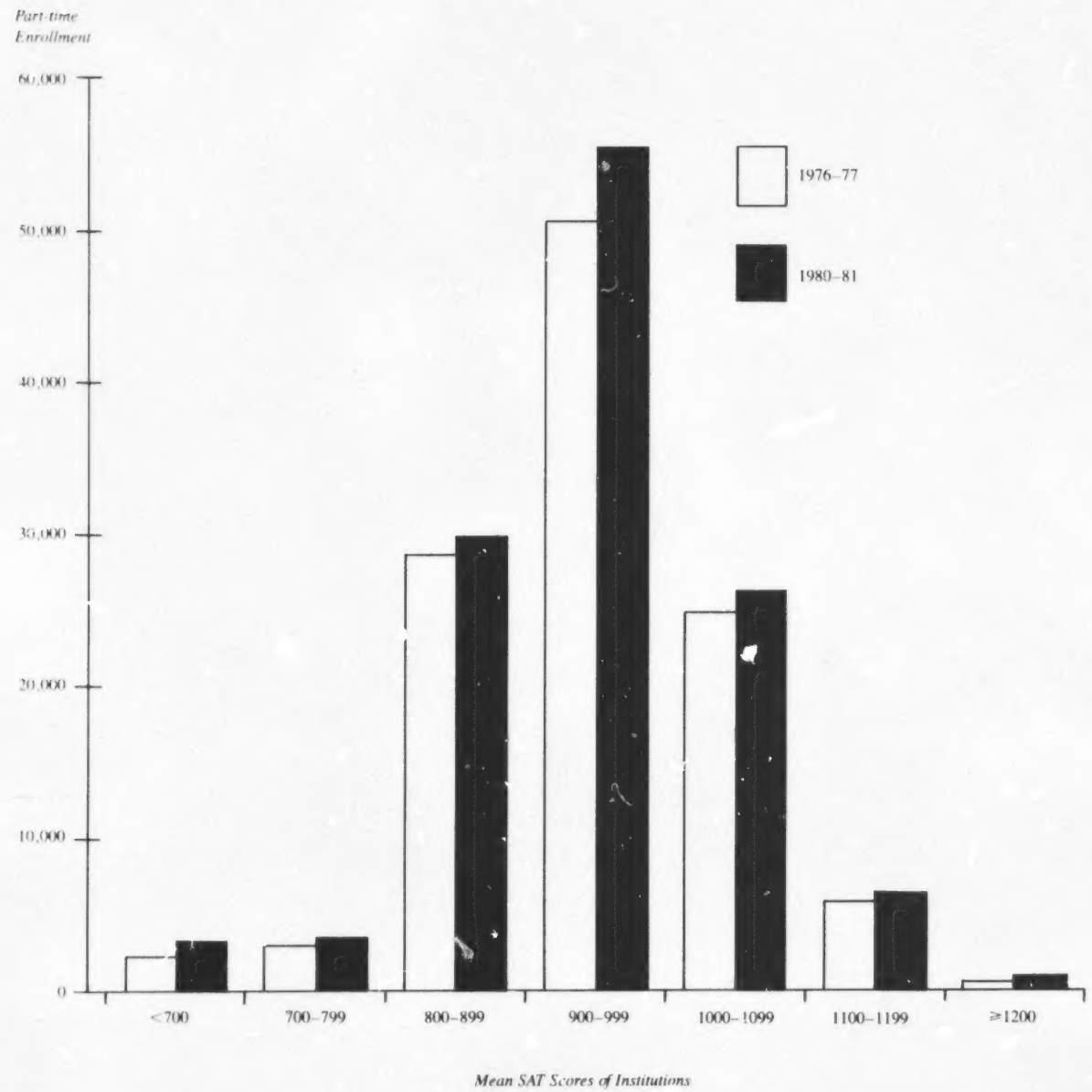
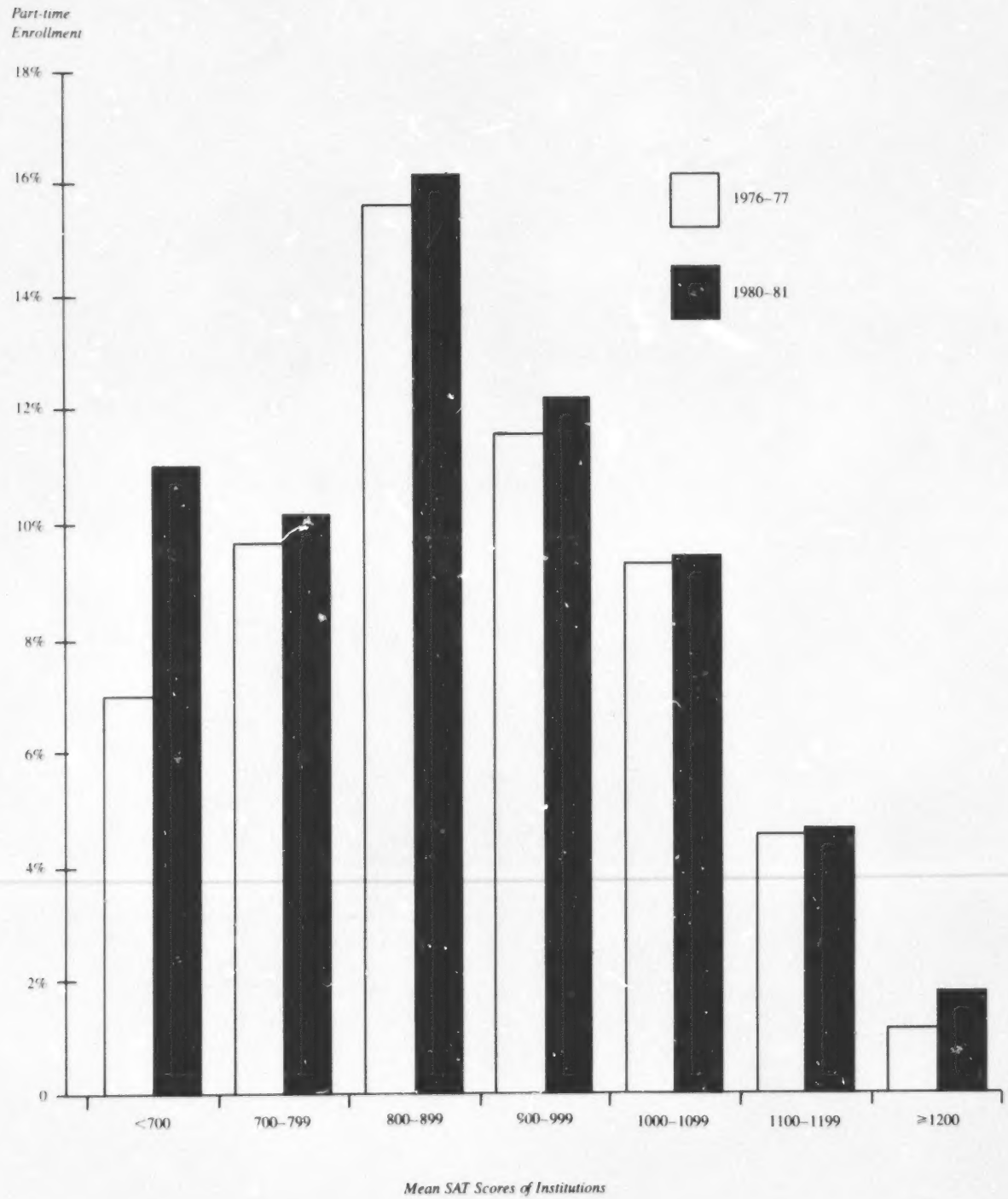


Figure 2. Percentage of First-time Freshmen Enrolled Part-time by Institutional Selectivity



with those colleges in the lowest range showing the greatest percentage increase. Viewing the trend this way, in terms of increase in the percentage enrolled part time, we find that the greatest rise was in the least selective colleges, and the second greatest rise was in the most selective ones. We see this clearly in Figure 2.

Table 7 shows the actual percentage changes both in full-time and in part-time enrollments. Comparing the two, we see that part-time enrollments rose consistently more rapidly than did full-time enrollments. In fact, among those institutions in the 800–899 range, there was an average decline of 1.8 percent in full-time enrollment while part-time enrollments rose 2.9 percent.

What is most striking is the small rise (1.7 percent) in full-time enrollment among the most selective colleges compared to the very large increase (63.3 percent) in part-time enrollment in those colleges. While these figures represent only a small number of students—fewer than 1,000 in 1980—they do represent 68 institutions and *may* suggest an upward trend in part-time study in these colleges. What is more significant, perhaps, is the fact that the number of freshmen studying part time has also been increasing in the colleges with average and above-average SAT scores. If we assume that most colleges having mean SAT scores over 900 require the SAT for admission, then we are seeing an increase of 7,645 part-time freshmen in those colleges. This is an average rise of over 9 percent in four years.

What we cannot know from these data is whether the part-time applicant is required to take the SAT. We have good reason to believe that many part-time students are older and are not required to submit test scores. We also know that many are not seeking degrees and, for this reason, need not take the SAT. We cannot know from the HEGIS data whether there is an increasing number of SAT-takers among part-time students.

Appendixes C and D show tables of total and part-time enrollment trends for all undergraduates.

Table 7. Percentage Changes in Full-time and Part-time Enrollment of First-time Freshmen from 1976–77 to 1980–81 by Institutional Selectivity

Mean SAT Scores	*Change in Full-time Enrollment*	*Change in Part-time Enrollment*
1200 or higher	1.7% rise	63.3% rise
1100–1199	9.6% rise	12.6% rise
1000–1099	4.6% rise	5.5% rise
900– 999	4.6% rise	10.3% rise
800– 899	1.8% decline	2.9% rise
700– 799	4.1% rise	10.5% rise
below 700	12.5% decline	46.2% rise

Results of the SAT Candidate Data Analysis

The Summary Reporting System file for 1981–82 contains 1,040,550 student records. Not all of these candidates actually took the SAT, and a somewhat smaller number responded to the Student Descriptive Questionnaire. Our analysis included all candidates who took the SAT and responded to the full-time/part-time question on the SDQ. Altogether this was 868,761 full-time and 48,092 part-time students–a total of 916,853 students, or 88 percent of those in the file.

In 1981–82, just over 5 percent of all college-bound senior SAT candidates indicated that they planned to study part time. Comparisons of the distribution of responses to background variables show highly significant differences between full-time and part-time students. However, we must keep in mind that the numbers of candidates were very large and that even small differences are statistically significant. It is more important to look at the magnitude of the differences and to decide whether they are meaningful.

Table 8 shows that there were significant demographic differences between full-time and part-time students. Among full-time students the number of women was only very slightly higher than the number of men. Among part-time students, on the other hand, there were 50 percent more women than men.

There were also significant differences in the distribution of ethnic background of full-time and part-time students. Of those planning to study full-time, 8 percent indicated that they were black, whereas 13 percent of the part-time candidates were black. Less than 2 percent of the full-time candidates were Mexican-American, while 4 percent of the part-time candidates were Mexican-American. Considering only those who responded to the item, we found that 80 percent of the full-time students were white and only 71 percent of the part-time students were white. It is also likely that most nonrespondents were members of minority groups, and we see that a greater proportion of part-time than full-time students omitted this item.

Although all minorities, with the exception of Asians, showed a disproportionately high preference for part-time study, Mexican-Americans showed the highest proportional difference. Of all Mexican-Americans taking the SAT, 12 percent planned to study part-time. Among the other minorities, we found that 9 percent of the American Indians, 8 percent of the blacks, and 7 percent of the Puerto Ricans planned to attend college part time.

Socioeconomic characteristics of full-time and part-time students also differed. Not surprisingly, the distribution of family income was generally higher for full-time students. Thirteen percent of the full-time candidates had parents earning $50,000 or more per year, while only slightly more than 5 percent of the part-time students came from families in that income bracket. The median income for parents of full-time students was over $27,000; for part-time students it was about $20,000.

Differences in parents' education were also consider-

Table 8. Demographic Characteristics of College-Bound Senior SAT Candidates, 1981–82 (Distributions in percentages of total number responding to the full-time/part-time question)

	Full time	*Part-time*
Total Number Responding	868,761	48,092
Sex		
Male	47.6	39.8
Female	52.4	60.2
Ethnic Background		
American Indian	0.5	0.9
Black	8.3	13.3
Mexican-American	1.6	4.0
Oriental	3.7	3.4
Puerto Rican	1.1	1.4
White	80.2	70.5
Other	2.1	2.8
No response	2.5	3.8
English Best Language		
Yes	94.9	93.1
No	3.7	5.0
No response	1.4	1.9
Father's Education		
Grade school	3.2	6.4
Some high school	7.6	14.1
High school diploma	20.9	28.3
Business or trade school	6.3	7.6
Some college	17.0	17.2
Bachelor's degree	17.0	9.3
Some graduate	4.9	3.1
Graduate or professional	20.6	10.4
No response	2.5	3.6
Mother's Education		
Grade school	2.5	4.9
Some high school	6.9	13.5
High school diploma	32.3	39.5
Business or trade school	7.9	7.9
Some college	19.6	15.9
Bachelor's degree	13.0	5.7
Some graduate	5.5	3.2
Graduate or professional	9.4	5.5
No response	2.7	3.9
Parents' Income		
Less than $ 3,000	1.0	2.0
$ 3,000–$ 5,999	2.7	3.8
$ 6,000–$ 8,999	3.5	5.6
$ 9,000–$11,999	5.0	7.5
$12,000–$14,999	5.4	7.2
$15,000–$17,999	5.9	7.6
$18,000–$20,999	7.4	9.2
$21,000–$23,999	6.6	7.3
$24,000–$26,999	6.5	6.7
$27,000–$29,999	6.1	5.3
$30,000–$34,999	9.7	7.7
$35,000–$39,999	6.7	4.7
$40,000–$44,999	5.5	3.1
$45,000–$49,999	3.5	2.1
$50,000 or more	12.9	5.4
No response	12.0	14.8

able. Over 20 percent of the full-time candidates had fathers with graduate or other professional degrees, while only one-tenth of the part-time candidates had fathers with that much education. Similarly, the proportion of mothers with graduate degrees was nearly twice as high for full-time as for part-time students. At the low end of the education distribution, we see that 11 percent of the full-time students had fathers with less than a high school degree, while 21 percent of part-time candidates had fathers in this category. Figures were similar for mothers, though there was a lower percentage of mothers with so little education.

Table 9 shows comparisons of the academic backgrounds of full-time and part-time SAT candidates. While there were only small differences in the proportions of students attending public vs. nonpublic high schools and in class size, students studying part-time appear to have had academic preparation very different from their full-time colleagues. More than three-fourths of the full-time candidates were in an academic high school program, compared to less than half of the part-time students. The proportion of part-time students from general programs was nearly twice that of full-time students. Moreover, the proportion from career-oriented programs, such as business, vocational or industrial arts, was three times as great for part-time students as it was for full-time candidates.

Students planning to study part-time also rated their academic abilities significantly lower. The proportion indicating that they were in the upper tenth of their class was nearly three times as high for full-time as for part-time students. Of those responding to the item, 71 percent of the full-time candidates and only 51 percent of the part-time candidates rated themselves in the upper fifth of their class.

In their self-estimates of ability in mathematics and written expression, part-time students again rated themselves lower. In written expression, 22 percent of the full-time and 14 percent of the part-time students ranked themselves in the highest tenth. Similarly, in mathematics ability, 23 percent of the full-time and 13 percent of the part-time students believed they were among the top 10 percent.

As for college plans, at least 38 percent of the part-time students were undecided about their educational goals. In contrast, only about 18 percent of the full-time students were undecided. Among both groups, a bachelor's degree was the most common educational goal, but the proportion of full-time students planning to study beyond the bachelor's degree was more than twice the proportion of part-time students planning to do so (20 percent vs. 44 percent).

Not surprisingly, a greater proportion of part-time than full-time candidates planned to attend college during the evening, and more than half planned to live at home. This question is probably an indicator of financial need and is consistent with the family income findings.

Based on our findings regarding academic background and self-estimates of academic abilities, it is not surprising that we found significant differences in SAT scores and high school GPA. Table 10 shows that part-time students scored,

Table 9. Academic Background and Plans of College-Bound Senior SAT Candidates, 1981–82 (Distributions in percentages of total number responding to the full-time/part-time question)

	Full-time	*Part-time*
Kind of High School		
Public	80.5	83.2
Non-public	19.0	15.9
No response	0.5	0.8
Number of Students in Class		
Fewer than 100	9.6	10.2
100–249	21.3	20.7
250–499	32.8	31.4
500–749	17.6	17.2
750 or more	17.1	18.0
No response	1.6	2.5
High School Program		
Academic	77.0	48.7
General	14.6	27.3
Business/vocational	6.6	20.2
Other	0.5	1.3
No response	1.4	2.5
Class Rank		
Highest tenth	21.2	7.4
Second tenth	20.9	14.7
Second fifth	25.6	25.2
Middle fifth	24.0	38.4
Fourth fifth	2.7	6.1
Lowest fifth	0.4	1.2
No response	5.1	7.0
Math Ability		
Highest 1%	9.1	3.2
Highest 10%	22.5	12.5
Above average	28.8	25.8
Average	32.0	44.6
Below average	6.3	12.0
No response	1.2	1.8
Written Expression Ability		
Highest 1%	8.7	5.0
Highest 10%	22.2	14.1
Above average	34.4	31.1
Average	30.2	41.4
Below average	2.6	5.8
No response	1.8	2.6
Plan to Study Day or Evening		
Day	99.4	86.0
Evening	0.3	12.7
No response	0.4	1.3
Plans for Living in College		
At home	21.3	53.5
Single-sex dorm	22.6	6.4
Coed dorm	36.1	12.1
Fraternity/sorority house	4.1	1.7
On-campus apartment	8.0	7.6
Off-campus apartment	5.5	16.6
No response	2.4	2.0
Highest Education Planned		
Two-year specialized program	2.4	11.3
Two-year A.A. degree	2.0	6.1
Bachelor's degree	32.4	23.2
Master's degree	26.3	13.3
Doctorate	18.0	6.4
Undecided	17.6	38.0
No response	1.2	1.8

on the average, two-thirds of a standard deviation, or 67 points, lower than full-time students on the verbal portion of the SAT. On the mathematics portion, they scored 78 points lower. Average high school GPA was nearly half a standard deviation lower for part-time than for full-time students.

In summary, we found that, on the average, students planning to study part-time came from lower SES families; had a greater proportion of women and minorities; were less likely to have taken academic courses in high school; had lower grades, SAT scores, and self-ratings of academic abilities; and had lower educational aspirations than did their colleagues. They also tended to be more undecided about their future plans.

Table 10. Means and Standard Deviations of SAT Scores and High School Grade-Point Averages of College-Bound Senior SAT Candidates, 1981–82

	Full-time		*Part-time*	
	Mean	*SD*	*Mean*	*SD*
SAT Verbal	433	108	366	97
SAT Math	475	116	397	100
High School GPA	3.07	0.60	2.79	0.60

In addition to looking at statistical comparisons of full-time and part-time students, we listed the institutions to which part-time students wished to have score reports sent. Table 11 lists the 50 most frequently selected colleges. The University of Texas at Austin was at the top of the list. Thirteen of the 50 colleges were located in Texas; 14 of them were in California. Therefore, over half of the top 50 were in Texas and California. Most, but not all, of the institutions on the list were large state universities having extensive part-time degree programs. The large numbers in California and Texas are consistent with the relatively high proportion of Mexican-Americans planning part-time study.

Table 11. Institutions Most Frequently Receiving SAT Score Reports from Part-time Applicants

Institution	*No. Sending Score Reports*
University of Texas, Austin	1,044
Pennsylvania State University	1,005
University of California, Los Angeles	819
Florida State University	747
California State University, Long Beach	712
University of Florida	701
Texas A & M University	672
Indiana University	618
University of Georgia	608
San Diego State University	584
University of Southern California	577
Ball State University	553
University of Hawaii, Manoa	511
Southwest Texas State University	510
University of Houston, Central	508
University of Maryland	494
University of Texas, Arlington	492
Georgia State University	488
Texas Tech University	483
University of Texas, San Antonio	480
California State University, Northridge	479
California State University, Los Angeles	476
Temple University	443
North Texas State University	440
Purdue University	439
California State University, Fullerton	431
San Antonio College	431
University of South Carolina	426
Indiana University-Purdue University at Indianapolis	425
University of California, Berkeley	412
Towson State University	397
Northeastern University	380
University of California, San Diego	374
University of Texas, El Paso	365
San Jose State University	355
University of South Florida	346
San Francisco State University	346
University of Miami	332
California Polytechnic State University	322
Boston University	322
Montclair State College	320
Clemson University	318
California State Polytechnic University, Pomona	314
Stephen F. Austin State University	313
Lamar University	311
Old Dominion University	310
Rutgers University	309
Georgia Southern College	305
University of California, Santa Barbara	297
Sam Houston State University	290

Results of the Telephone Survey

Of the 100 institutions included in the survey, 72 were successfully interviewed. They are listed in Table 12, which also includes each college's level of selectivity, 1980–81 part-time freshmen enrollment, and the percentage rise in part-time enrollment since 1976–77. Table 13 shows how selectivity levels were defined and numbers of institutions at each level.

In defining levels of selectivity, we regarded a mean SAT score of 1100 or more as level 1. Our sample contained 5 such schools. There were 20 schools with selectivity level 2, i.e., SAT scores between 1000 and 1099. Finally, 47 institutions had mean SAT scores between 900 and 999, selectivity level 3. A majority of institutions in the sample were in this last category because these colleges were most numerous and had the largest part-time enrollments.

We were unable to interview 28 colleges in our sample for one or more of the following reasons: (1) no one answered the phone, even after several attempts to call, (2) the person who could answer our questions was unavailable and could not be reached by later callbacks, or (3) the institution refused to participate.

We obtained complete or partial information from 72 institutions. This produced a response rate of 72 percent.

Part-time freshman enrollments among the 72 institutions ranged from 16 to 854. The mean part-time freshman enrollment per institution was 244, and the total for all 72 institutions was 17,563. From our original sampling of 1,532 institutions, the 72 constitute a 5-percent sample. In addition, the number of part-time freshmen enrolled in those institutions constitutes 14 percent of those in the total sampling frame. The statistics we gathered from our interviews, therefore, describe the policies of 5 percent of the schools; but these policies affect 14 percent of all part-time students of interest in this study.

The purpose of the survey was to address the following questions:

1. Do institutions have different SAT requirements for full-time applicants, part-time applicants pursuing a degree, and part-time applicants taking courses not for credit or a degree?
2. If institutions require SAT scores of full time but not of part-time matriculated students, then why not?
3. If institutions do (or plan to) require SAT scores of part-time students, have they considered questions of test validity for those students?

Table 12. Telephone Survey Sample

	Selectivity*	All Undergraduates		First-time Freshmen	
		Part-time Enrollment (1980–81)	Change in Part-time Enrollment (1976 to 1980)	Part-time Enrollment (1980–81)	Change in Part-time Enrollment (1976 to 1980)
			(%)		(%)
Alabama					
Troy State Univ. (main campus)	3	1,737	216	236	17
Univ. of Alabama (Birmingham)	3	3,909	8	435	−7
Arizona					
Arizona State Univ.	3	5,677	0	221	−34
Northern Arizona Univ.	3	2,095	111	54	65
California					
California State Univ. (Fullerton)	3	6,758	7	250	18
California State Univ. (Hayward)	3	2,450	−11	64	−10
California State Univ. (Long Beach)	3	8,354	− 8	324	19
California State Univ. (Los Angeles)	3	6,919	− 8	172	14
California State Univ. (Dominguez Hills)	3	2,751	23	29	21
California State Univ. (Fresno)	3	2,344	0	93	29
California State Univ. (Sacramento)	2	4,448	8	124	44
California State Univ. (Northridge)	3	8,652	16	313	12
California Polytechnic State Univ. (San Luis)	2	2,105	17	89	19
California State Polytechnic Univ. (Pomona)	3	3,754	124	302	32
San Diego State Univ.	2	8,102	10	357	72
San Francisco State Univ.	2	6,930	8	215	34
San Jose State Univ.	2	6,712	−11	152	−35
Univ. of California (Los Angeles)	1	1,923	−72	508	72
Univ. of Southern California	2	2,356	− 7	169	−50
Colorado					
Univ. of Colorado at Denver	3	2,881	11	71	6
Connecticut					
Sacred Heart Univ.	3	2,151	72	276	− 4
Florida					
Florida State Univ.	2	2,021	2	16	−73
Univ. of Miami	2	2,182	−23	82	−64
Univ. of South Florida	3	6,035	17	207	4
Univ. of Central Florida	3	3,729	63	84	62
Georgia					
Georgia State Univ.	3	7,541	4	467	−29
Univ. of Georgia	2	2,787	20	116	−21
Illinois					
Roosevelt Univ.	1	2,622	− 2	195	242
Southern Illinois Univ. (Edwardsville)	3	2,033	5	148	51
Univ. of Illinois (Chicago Circle)	3	3,552	29	253	− 6
Indiana					
Ball State Univ.	3	1,791	17	158	**
Indiana Univ. (Bloomington)	3	2,795	21	103	− 2
Purdue Univ. (Calumet)	3	3,831	21	720	−22
Maryland					
Univ. of Maryland (College Park)	2	5,214	16	344	−14
Massachusetts					
Bentley College	3	2,641	32	190	−71
Boston Univ.	1	5,163	7	77	413
Fitchburg State College	3	1,973	− 6	383	92
Michigan					
Michigan State Univ.	2	4,297	0	144	−17
Univ. of Michigan (Ann Arbor)	1	2,101	− 1	46	− 6
Univ. of Michigan (Dearborn)	2	2,436	35	108	−47
Wayne State Univ.	3	9,741	29	265	87

*Based on mean SAT score. 1: 1100 or higher; 2: 1000–1099; 3: 900–999

**1976 part-time enrollment was either zero or not reported.

Table 12. Telephone Survey Sample (continued)

	Selectivity*	All Undergraduates		First-time Freshmen	
		Part-time Enrollment (1980–81)	Change in Part-time Enrollment (1976 to 1980)	Part-time Enrollment (1980–81)	Change in Part-time Enrollment (1976 to 1980)
			(%)		(%)
Missouri					
Southwest Missouri State Univ.	3	981	16	296	30
Nebraska					
Univ. of Nebraska (Lincoln)	3	3,370	20	170	62
Nevada					
Univ. of Nevada (Reno)	3	2,426	− 1	461	123
New Jersey					
Farleigh Dickinson (Teaneck)	2	2,222	− 7	71	154
Montclair State College	2	3,982	11	536	−11
Kean College of New Jersey	3	4,966	20	302	− 5
William Patterson College	3	3,699	43	209	107
New Mexico					
New Mexico State Univ. (main campus)	3	2,379	20	173	−29
New York					
New York Univ.	2	3,097	43	160	332
Pace Univ. (New York)	3	5,346	14	62	−42
North Carolina					
Univ. of North Carolina (Charlotte)	3	2,112	38	31	72
Ohio					
Cleveland State Univ.	2	4,886	10	231	6
Kent State Univ. (main campus)	3	2,670	10	507	10
Youngstown State Univ.	3	5,344	30	748	78
Oklahoma					
Univ. of Oklahoma (Norman Campus)	3	2,288	− 5	144	− 6
Pennsylvania					
La Salle College	2	2,676	24	661	3
South Carolina					
Univ. of South Carolina at Columbia	3	3,717	33	210	−18
Tennessee					
Univ. of Tennessee (Chattanooga)	3	1,726	28	85	−39
Texas					
North Texas State Univ.	3	2,842	25	183	17
Southwest Texas State Univ.	3	1,821	30	113	43
Univ. of Houston (Central Campus)	3	10,710	−11	609	−34
Univ. of Texas at Arlington	3	5,767	44	243	40
Univ. of Texas at Austin	2	3,997	15	102	62
Univ. of Texas at El Paso	3	4,151	4	570	−40
Texas A & M Univ. (main campus)	2	1,877	105	115	248
Utah					
Univ. of Utah	3	4,[illegible]	35	365	− 2
Virginia					
Old Dominion Univ.	3	3,312	39	47	81
Virginia Commonwealth Univ.	3	5,270	6	435	134
George Mason Univ.	2	3,851	60	156	− 7
Washington					
Univ. of Washington	1	4,755	1	154	13
Puerto Rico					
Catholic Univ. of Puerto Rico	3	3,040	140	854	297

*Based on mean SAT score. 1: 1100 or higher; 2: 1000–1099; 3: 900–999

Table 13. Distribution of College Selectivity Levels in Telephone Survey Sample

Selectivity Level	*Mean SAT Score*	*Number in Sample*
1	1100 or more	5
2	1000–1099	20
3	900–999	47

The complete questionnaire used in the survey is reproduced in Appendix B. As we were doing the telephone survey we found that some of the answers we were seeking could be obtained from the admissions office, while other questions relating to the GPA or statistics needed to be directed to the registrar or, in some cases, to a special office called "institutional studies," "statistics," or "research." For every school contacted we began with the director of admissions and were then referred to other departments depending on the administrative structure of the institution. It was not unusual to be referred to three or four people and, in some instances, to as many as six before completing the survey. In many instances we had to settle for incomplete data.

Of the 72 institutions surveyed, 69 clearly required the SAT, ACT, or other test for admission; and 3 used SAT scores if they were available but did not require them.

Before asking explicitly about policies for part-time students, we asked whether there were any students for whom the SAT is not required. Three institutions did not know or did not respond for some other reason. Of the 68 respondents, 63 replied that there are some circumstances when students are not required to submit scores. Basically we could classify them into the following six categories:

1. transfer students who are not freshmen (N = 33)
2. older students (N = 23)
3. high GPA from high school (N = 2)
4. other test scores may be substituted (N = 2)
5. part-time students (N = 3)
6. other special cases (N = 5)

Many institutions specified more than one of these conditions. Of those exempting transfer students, seven indicated that the SAT is not required of students having more than 56 transfer credits. One institution set its limit at 52 credits, three set their limit at 30 credits, one required 25, another required 24, and one required 15 credit hours. One institution required 60 transfer credits.

Institutions exempting older students from taking the SAT also set their limits at different levels, defining them either in terms of the student's age or in terms of years out of high school. The age limits varied from 21 upward. Typically, students over 21 were exempt, though occasionally the limit was not explicitly defined. Some institutions referred to "mature" students, or they combined "older" with other criteria. Many set their exemption limit in terms of years out of high school, and this varied from 2 to 10 years. Again, some institutions just responded "out of school for a long time."

Two institutions accepted students with high school GPA over 3.2, although many others used GPA combined with other indicators of academic ability. For example, transfer students were normally required to have an acceptable GPA from their previous college.

Several institutions mentioned that nonmatriculated students were not required to submit scores. Most likely this was true of a large number of colleges. Because the question was open-ended, the respondents may not have thought of nonmatriculated or other categories of exempt students. An important issue for this study was whether the institutions required the SAT of part-time applicants, and we found only three who mentioned it.

When asked explicitly whether part-time students were required to take the SAT, 54 institutions answered "yes" and 9 answered "no." The rest did not know or did not respond. Most institutions did not make a clear distinction between older and part-time students. So when we asked why they did not require the SAT of part-time students, they gave reasons that would apply to older students. Generally, they said that they had "an open admission policy" or that they are "more lenient" with part-time students. Some said the students could take a few credits to prove they are good students.

In general, these nine institutions reported that they have different entrance requirements for part-time students. Four of them used the expression "more lenient."

One of the questions that we asked was "How does your college categorize a part-time student?" Of the 70 institutions responding to this question, 54 said that a part-time student was someone who took 12 credits or less, 3 said less than 16 credits, 4 defined part-time as less than 9 credits, and 5 indicated that a part-time student took less than 7 credits. Four schools did not know or did not distinguish between full-time and part-time students. The following are some of the additional comments made in response to this question:

- "Part-time students are in the night school, which is under a different administration. They don't require the SAT because most students are older."
- "We differentiate between degree seeking full- and part-time and non-degree seeking."
- "Working full-time—evening courses. Some in pursuit of degrees and some involved in courses providing additional knowledge for their job field."
- "In the process of creating categories for tracking part-time and nondegree students. Haven't identified part-time yet."

- "No part-time students at all."
- "In order for students to enroll part-time they must get special permission from individual dean. We're not interested in the number of credits a student takes."
- "Don't admit as full- or part-time."
- "Don't distinguish between full- and part-time...difference is only in fee schedule."

Questions about the distinction between part time and full-time students (how many part-time students there are and how part-time is categorized) elicited responses that contradicted other data sources. Several schools indicated that they do not distinguish between full- and part-time, that the distinction is only for financial purposes or that they "don't really have many part-time students." These responses were not consistent with the HEGIS data presumably supplied by the school in 1980–81.

Ninety-eight percent of those responding to the question, "How is freshman GPA determined for part-time students?" indicated that GPA was computed in the same way for all students. Almost all of the schools surveyed use a cumulative 4-point system.

When asked for their opinion of the validity of the SAT for part-time students, only 45 percent responded. More than half of those expressing an opinion thought that the SAT was as valid for part-time as for full-time students. Some of their opinions were:

- "as good for part-time as full-time"
- low for students 19 years and over"
- "not any different"
- don't know—haven't been on part-time that long"

Several statistical questions were included in the questionnaire: (1) How many part-time students are currently enrolled? (2) How would you characterize the part-time students in your school...what is the average age? (3) What percentage of part-time students are employed full-time? (4) What percentage are freshmen? (5) What percentage are re-entering college? (6) What percentage matriculated in a degree program? The responses to these questions are not reported here for several reasons. First, many schools did not know the answers to these questions. Because some of the information was contained in HEGIS, many schools looked at those data. Since we already had HEGIS, there was no point in asking them to look it up. In addition, when they did give answers, the interviewer often felt that the respondent was guessing. In the few instances when we were able to obtain reliable statistics, either a considerable amount of time was spent on the phone waiting for the information to be located and combined into the form we were asking or we needed to call back. Because of the low response rate, we stopped asking these questions.

DISCUSSION AND CONCLUSIONS

We have seen from our analysis of HEGIS data that among the 1,532 four-year institutions reporting SAT averages, part-time freshman enrollment figures rose 8.4 percent between the fall of 1976 and 1980, while full-time enrollments rose 3.6 percent.

A notable observation is that the greatest proportional increases in part-time enrollment are in the institutions having mean SAT scores over 1200 and under 700. Among schools having averages over 900, we find an increase of 9 percent in part-time fresnman enrollment. This is important because these colleges are the ones most likely to require the SAT.

The reason part-time enrollments have risen faster than full-time enrollments cannot be known from our data. Most likely, it is related to the current state of the economy. Students who are unable to obtain financial aid and who still want a college education may be forced to work while studying part time. This explanation is consistent with the background data of SAT candidates. We saw that generally the part-time candidates came from lower income families.

Family income may not, however, fully explain a student's decision to study part-time. We saw that a far greater number of part-time than full-time students were in a general curriculum high school. Numerous studies, such as the National Longitudinal Study of the Class of 1972 (see Creech, 1974), have shown that students in a general or vocational curriculum score, on the average, a full standard deviation below academic students on tests of reading, vocabulary, mathematics, and other ability measures. The fact that so many part-time students were in a general curriculum may explain their lower SAT scores. It may also explain an inability to qualify for financial aid and thus, a necessity to work while attending college.

Enrollment in a general curriculum is also often indicative of a lack of interest in academic subjects, careers, occupations, and goals. This low motivation is reflected in grades and test scores. On the SDQ, the part-time students are less decided about their educational goals. It is entirely consistent that upon graduating from high school, these students would take a few college courses while trying to decide what to do with their lives. Thus, some of the differences we observe between full-time and part-time students may reflect a lack of direction and an absence of academic commitment on the part of many students.

We also observed that part-time candidates came from lower socioeconomic status (SES) families, on the average, and had a greater proportion of minorities. This is not surprising because we know from other studies that the parents of academic students have higher average incomes and levels of education. We would expect the children from higher SES families to have an academic education, encouragement to attend college, and the fiancial resources to go full time.

What we cannot easily explain is the higher proportion of women planning to attend part time. One hypothesis is that many of these women already have children and are homemakers as well as students. Unfortunately, we have no question in the SDQ that asks why a student plans to attend part time or what else he/she plans to do. We do know that 86 percent of the part-time candidates plan to study during the day. Therefore, if they are working, it is either part time or a night shift. In any case, the majority of the part-time candidates do not expect to be working from 9 to 5 and studying at night.

It is unfortunate that we must speculate to this degree about the characteristics and the motivations of part-time students. It may be important to understand this population in the future if they should begin to constitute a large percentage of SAT-takers.

The telephone survey itself did not shed much light on the use of the SAT for part-time students. In general, it appears that incoming freshmen immediately out of high school and matriculating for a degree are required to take the SAT regardless of their full-time/part-time status. Older freshmen and transfer students are able to prove their worth by some other means. The important question that remains unanswered is, "How much of the rise in part-time enrollment observed nationally is among first-time freshmen just out of high school and planning to obtain a degree?" Most colleges do not have this information, so we could not obtain it either from the phone survey or from HEGIS.

We did learn, however, that part-time matriculated students beginning college just after high school are generally treated no differently from their full-time colleagues unless they are enrolled in a division specifically for part-time students. This does raise the question of whether the SAT is equally valid for the part-time group. Although part-time students do not strictly constitute a different population, they are likely to be engaged in different activities outside of the classroom than the full-time students are. These activities may affect their academic performance. Anything that affects academic performance differentially will affect the predictability of the SAT.

For example, suppose that some students work at jobs that are immediately related to the subjects they are taking. Knowledge learned on the job may enhance their performance in those subjects. Thus, their grades are likely to be higher than we would predict, i.e., the SAT would underpredict grades.

Suppose that a part-time student worked full-time at a tiring job that prevented her or him from studying and from performing well in school. That student's grades would be lower than we might expect. For these students, the SAT may overpredict grades.

These are just examples of how SAT validity might be affected by the varying activities of part-time students. We will not know whether it is actually affected unless we conduct some studies on part-time students and compare the results to those for full-time students. Generally, the colleges we surveyed were not concerned about validity for part-time students specifically, and it had not occurred to them that it may be different or that it should be studied. When asked whether they would like to participate in a study, most could not answer without more information.

We would recommend that attempts be made to encourage several large institutions to participate in a study comparing SAT validity for full-time and part-time students. It will be important, of course, not to confound enrollment status with ethnicity or other true population variables. But it would seem that with such large numbers of students studying part-time, special validity studies are warranted. A detailed study of the validity of the SAT among a variety of types of part-time students might provide very useful information.

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Name of Institution | *Inst Num*

9**9—Summary (total enrollment) All Students Enrolled (for credit)	Line No.	Nonresident Alien Men (1)	Nonresident Alien Women (2)	Black Non-Hispanic Men (3)	Black Non-Hispanic Women (4)	American I or Alaskan N Men (5)	W
I. FULL-TIME STUDENTS							
A. Undergraduates, total	01						
1. First-time freshmen	02						
2. Other first-year	03						
3. Second-year	04						
4. Third-year	05						
5. Fourth-year and beyond	06						
B. Unclassified students, total	07						
1. Undergraduate level	08						
2. Postbaccalaureate level	09						
C. First-professional students	10						
D. Graduate students, total	11						
1. First-time graduates	12						
2. All other graduates	13						
Total Full-time Students	14						
II. PART-TIME STUDENTS							
A. Undergraduates, total	15						
1. First-time freshmen	16						
2. All other undergraduates	17						
B. Unclassified students, total	21						
1. Undergraduate level	22						
2. Postbaccalaureate level	23						
C. First professional students	24						
D. Graduate students, total	25						
1. First-time graduates	26						
2. All other graduates	27						
Total Part-time Students	28						
III. GRAND TOTAL, ALL STUDENTS	29						

Certification

I CERTIFY that the information given above is complete, true, and correct to the best of my knowledge and belief. *(A willfully false statement is punishable by law, U.S. Code, Title 18, Section 1001.)*

Name of Person Furnishing Info

Signature

tionnaire Summary Form

ıtution Code *nber*	*Due Date:* *November 15, 1980*	*Form Approved* *Fedac No. R 13* *Approval Expires 7/82*

ndian *ative*	*Asian or Pacific Islander*		*Hispanic*		*White Non-Hispanic*		*Total (sum of columns 1 through 12)*		*Fte or Part-Time*
Vomen (6)	*Men (7)*	*Women (8)*	*Men (9)*	*Women (10)*	*Men (11)*	*Women (12)*	*Men (13)*	*Women (14)*	*(15)*
									Fte or Part-Time

rmation	Title	Date

	Telephone		
	Area Code	Number	Extension

Appendix B. Questionnaire on the SAT and Part-Time Students

Interview Format

Name of school:

_____

State:

_____

Part-time enrollment:

_____

Trend:

_____

Selectivity:

_____

Phone Number:

_____

Contact:

_____

(Registrar/Dean of Admissions/etc.)

First called:

_____

(Date/time)

Results:

( ) Survey completed
( ) Survey begun, but not completed
( ) Call-back (out-to-lunch, etc.)
( ) Spring break or natural disaster

Additional comments:

_____

_____

Survey Questions

1. Does your college require the SAT for admission? (Response should be *Yes*.)
2. Are there any students for whom the SAT is not required?
   ( ) Yes (Describe _____)
   ( ) No
3. Do you enroll part-time students? (Response should be *Yes*.)
4. How many part-time students are currently enrolled?
5. How does your college categorize a part-time student?
   _____
   _____
6. Do you anticipate any future changes in this definition?
   ( ) Yes
   If yes, what is the nature of these changes?
   _____
   When will they become effective?
   _____
   ( ) No
7. Is there a maximum number of credits that a part-time student is permitted to accumulate before matriculation?
   ( ) Yes (How many? _____)
   ( ) No
8. How is GPA defined for part-time students?_____
   _____
   _____
9. How would you characterize the part-time students in your school?
   What is the average age?_____
   What percentage are employed full-time?_____
   What percentage are freshmen?_____
   What percentage are re-entering college?_____
   What percentage are matriculated in some kind of a degree program?_____
10. Are entrance requirements different for part-time students?
    ( ) Yes (In what ways?_____
    _____)
    ( ) No
11. Are part-time students required to take the SAT?
    ( ) Yes
    ( ) No

The College Board is interested in the validity of the SAT for part-time students.

12. Have you ever participated in a SAT validity study?
    ( ) Yes
    ( ) No
13. What is your opinion of the validity of the SAT for part-time students?_____
14. Would you be interested in participating in a validity study?
    ( ) Yes
    ( ) No
    ( ) Need more information

Appendix C. Total Undergraduate Enrollment Trends by Institutional Selectivity (Figures include full-time plus part-time students.)

Mean SAT Scores	*1976–77*	*1978–79*	*1980–81*	*Number of Institutions**
1200 or higher	209,272	203,556	209,498	68
1100–1199	697,070	666,222	684,845	124
1000–1099	1,448,290	1,505,350	1,593,866	310
900–999	2,187,052	2,220,041	2,332,372	580
800–899	736,270	746,612	746,705	360
700–799	135,479	131,575	137,045	50
below 700	115,136	110,327	114,960	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all institutions remained in the same category for all three time periods.

Appendix D. Part-time Undergraduate Enrollment Trends by Institutional Selectivity (Percentages of total undergraduate enrollment)

Mean SAT Scores	*1976–77*	*1978–79*	*1980-81*	*Number of Institutions**
1200 or higher	10.9	7.2	7.5	68
1100–1199	15.8	13.3	13.2	124
1000–1099	19.9	20.3	20.7	310
900–999	24.0	25.3	25.4	580
800–899	25.0	26.7	25.8	360
700–799	18.6	21.1	20.6	50
below 700	14.4	13.4	18.1	58

*Approximate number of institutions on which enrollment figures are based. The number is approximate because not all instituitons remained in the same category for all three time periods.